



UNIVERSITY *of* MONTEVALLO

University of Montevallo
Instructional Leadership
Initial Certification Handbook
(Masters of Instructional Leadership & Reduced Hours Option)

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In addition to the procedures and guidelines in this handbook, candidates should be familiar with all program and University policies.

Program Overview

The Instructional Leadership program is based on the concept of the teacher/administrator as a developing professional. The State Board of Education has approved the program. Coursework is offered to provide candidates with a well-rounded background in all aspects of educational administration. Priorities are established to provide candidates with information in all aspects of school operation including knowledge of national and Alabama school law, finance and regulations; knowledge of personnel management and staff development; knowledge of curriculum and instructional supervision; and the ability to integrate research and current trends into practice.

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Admission Requirements

For information on University of Montevallo graduate admissions, please visit [University of Montevallo Graduate Studies](#) online. Criteria for admission to the Instructional Leadership M.Ed./RHO program are as follows:

Masters of Education in Instructional Leadership

- Formal application to the Graduate Studies (205-665-6380)
- Valid Alabama Class B certificate in a teaching field or in another area of instructional support
- Passing score on an Admissions Portfolio evaluated jointly by LEA personnel and University Faculty
- Passing score on an Admissions Interview conducted by P-12 Instructional Leaders and University Faculty
- Minimum of three years of full-time acceptable education experience at the P-12 level, which must include at least one full year of full-time P-12 teaching experience

Reduced Hours Option (RHO)--Certificate Program

- Formal application to Graduate Studies (205-665-6380)
- Valid Alabama Class A certificate in a teaching field or in another area of instructional support
- Passing score on an Admissions Portfolio evaluated jointly by LEA personnel and University Faculty
- Passing score on an Admissions Interview conducted by P-12 Instructional Leaders and University Faculty
- Minimum of three years of full-time acceptable education experience at the P-12 level, which must include at least one full year of full-time P-12 teaching experience

Advising & Mentoring

At the time of notification of acceptance into the M.Ed. IL/RHO program, the student will be assigned an academic advisor. The advisor is the key individual with whom the candidate will work and the representative who will monitor all progress toward the completion of degree/certificate requirements.

If the student prefers a different advisor other than the advisor to which they are assigned, the Department Chair of Teaching, Leadership, & Technology, Dr. Cassie Raulston, should be contacted promptly. Any requests for change of advisor, after the student has worked with a given advisor, should be directed to the Department Chair for consideration.

Students are responsible for remaining informed about all rules, regulations, and procedures governing graduate study. Program requirements will not be waived, nor will exceptions be granted, on the basis of lack of awareness, misunderstanding of policies, or claims that an advisor did not provide sufficient notification.

An orientation/advising session will be held each fall and spring for newly admitted candidates. New candidates are expected to attend this session.

Core Class Schedule

The core class schedule (including Residency) of the M.Ed. Instructional Leadership and the Reduced Hours Option (RHO) consists of six classes (18 hours) of Instructional Leadership Coursework. These courses are offered on a rotational basis that allows candidates to begin the program in any semester they choose.

The following courses make up the core coursework for the M.Ed. IL and the RHO.

- EDL 593: Building Capacity for Leadership, Mentoring, and Instructional Support (3 hours)
- EDL 594: Foundations of Curriculum and Instructional Design (3 hours)
- EDL 595: Public Relations, Community Resources, and Ethics (3 hours)
- EDL 596: Fiscal and Non-Fiscal Resources for Instruction (3 hours)
- EDL 597: School Law and Human Resource Development (3 hours)
- EDL 599: Residency and Capstone Seminar (3 hours)

Most **RHO/M.Ed. candidates** will also take ED 584: Poverty in Rural and Urban Schools (1 hour) if they have previously completed SPED 507 or its equivalent. If SPED 507 or its equivalent has not been completed, ED 584 is required.

In addition to the core courses, **M.Ed. IL candidates** will take four additional classes to complete their degree program. These classes include student support, research, and technology classes, which include the following:

- ED 506: Reaching Every Learner (2 hours)
 - EDF 526: Assessment and Data Analysis for Instructional Improvement (3 hours)
 - EDF 540: Applied Educational Research (3 hours)
 - EDL 577: Technology for School Leaders (3 hours)
-

Completion Requirements

1. Candidates must complete the prescribed Program of Study, including State Department and program requirements within a period of five years.
2. Candidates must have an overall 3.25 GPA on all work applied to the degree or certificate program.
3. Candidates must complete the Praxis II content area test(s) for their area(s) as a precondition for certification.

The Alabama State Department of Education has predetermined qualifying scores for each content test and information on qualifying scores and each Praxis II test may be found on the ETS Praxis Website, <https://www.ets.org/praxis/al>

Internship & Residency

According to the Alabama State Code, the following definitions apply to Instructional Leadership residency and internship:

Definitions

Internship--The total sum of practical experiences in the program, either field or clinical, as part of every course taken for preparation, plus a residency.

Residency--Ten days of uninterrupted service supervised by an approved mentor principal in an active school with students present for five days at the elementary and five days at the secondary levels.

Candidates will be responsible for completing an Internship/Residency Checklist during their program. This Checklist will include artifacts from field and clinical experiences as a part of all of the core courses.

The Residency Process

The Leadership Residency follows the Alabama State Department Code for certifying administrators. As the capstone of administrative preparation, the Residency is designed to be completed during the last (or next-to-last) semester of the Instructional Leadership program. It requires five (5) full days of residency in an elementary school and five (5) full days in a secondary (middle/high) school. Both residency placements must be in active schools with students and faculty present. Note that residencies are **not** allowed at the student's current place of employment or at online schools.

Normally, a residency consists of 5 consecutive days (one week) in an elementary school and 5 consecutive days in a secondary school. Due to holidays, or other circumstances, there may be a weekend or a break in the 5 days, but *partial days* are not allowed during the residency. Residencies are not normally consecutive, but they can be back-to-back weeks. Residency placements cannot be scheduled during the first or last week of the UM semester in which the course is taken.

The residency course, EDL 599, is offered during the Fall and Spring semesters and both residencies should be scheduled when schools are in full session. In rare circumstances, upon *prior* application and approval from the Coordinator, residencies may be split between Fall and Spring semesters or one residency may be allowed during the UM summer semester. See the Split-Residency forms (Appendix E) for details and requirements.

The process for residency application is as follows:

1. Identify two elementary and two secondary schools at which residencies may be completed.
To ensure a comprehensive experience, at least one residency (elementary or secondary) should be in a setting different from the current work assignment, such as a school in a different district, of a different size, or serving a different demographic population.
2. Contact the principal at each of the four proposed schools to confirm interest. The principal, who would serve as the mentor, must have at least one (1) full year of experience in the principalship and be willing, pending approval by the district and the University of Montevallo, to serve in this role. (Some districts require central office approval as well.)
3. Provide contact information for the proposed schools and prospective mentors.
4. Complete the Residency Pre-Approval Form, including the signature of resident's current principal and all other required information.

5. Deadlines for submitting the completed Residency Pre-Approval Form are March 15 for fall residencies and October 15 for spring residencies. *For split residencies, the Request for Split Residency Approval Form and the Agreement for Consideration of a Split-Residency in the Summer (if applicable) should be completed and approved at least one month prior to submission of the Residency Pre-Approval Form (February 15 or September 15).*
6. Email the completed Residency Pre-Approval Form to Teacher Education Services at tes@montevallo.edu by the stated deadlines.
7. Teacher Education Services will review and process the proposed residencies. In most cases, this involves confirmation with the selected schools and districts; however, in some instances, additional assistance may be required to facilitate contact with proposed sites.

Plan of Study

Hours Required

For successful completion of the degree program, M.Ed. and RHO candidates must complete all courses listed in the section: Core Class Schedule. In addition, M.Ed. candidates will complete the following four courses:

- ED 506: Reaching Every Learner (2 hours)
- EDF 526: Assessment and Data Analysis for Instructional Improvement (3 hours)
- EDF 540: Applied Educational Research (3 hours)
- EDL 577: Technology for School Leaders (3 hours)

Transfer Credit

Candidates may transfer into the Masters of Instructional Leadership (not the RHO) a maximum of 12 semester hours from another accredited institution or hours completed at UM prior to admission to the program. For any transfer credit to take place, an official transcript must have been received by the University and a request for such credit must be requested by the student and approved by their advisor, Teacher Education Services, and the State Department of Education. Teacher Education Services or The Office of Graduate Studies will complete the ***Graduate Transfer Credit*** form from the College of Education and Human Development. *All transfer credit applied must have been taken within six years of a student's degree completion date.*

Graduation/Certification Application

Candidates for graduation/certification are expected to do the following:

- Meet with their advisor to ensure degree requirements are met.
- Complete the online Diploma Card (early in the semester of the expected graduation) and submit it according to the directions published by the Registrar's Office.
- Apply for certification through Teacher Education Services (Wills 207) according to the dates and deadlines outlined in the [TES calendar](#).
- Be registered for classes in the graduation term.
- Clear all holds on their account before their graduation/certification paperwork can be processed.
- Refer to the Academic Calendar for dates to apply for graduation.

Appendix A: Residency Application

Residency Pre-Approval Form

****To be submitted prior to registering for EDL 599****

Spring Internship Forms Due: October 15; Fall Internship Forms Due: March 15
Please submit all Residency Application forms to **Teacher Education Services** in
Wills 207 OR by email to TES@montevallo.edu with the subject Residency Application.

Applicant's Name: _____

Proposed Semester & Year of Residency: _____

Cell # _____

Personal Email _____

Work # _____

UM Email _____

Current Position _____

Current Location & District of Employment: _____

Preferred dates for my Elementary Residency Placement _____

Preferred dates for my Secondary Residency Placement _____

Both residencies must be completed during the same semester unless you have completed, in advance, and been approved for a split-residency (See Appendix E: Request for Split Residency Approval Form & Agreement for Consideration of a Split-Residency).

Residency sites cannot be at your current school of employment or online. Residency placements cannot be completed during the first or last week of the semester. Central office placements will be considered on an individual basis, for no more than two days.

The Residency may not begin before the first meeting of the candidate's EDL 599 course without prior approval from the Program Coordinator and EDL 599 instructor.

Proposed Residency Sites

Applicant's Name (print all)

Elementary School #1 _____

District _____

School Address _____

School Phone _____

Principal's Name _____

Principal's Email _____

By checking here I certify that the Principal has at least 1 full year of experience and is willing to serve as my mentor, if approved by the district and UM staff. ()

Elementary School #2 _____

District _____

School Address _____

School Phone _____

Principal's Name _____

Principal's Email _____

By checking here I certify that the Principal has at least 1 full year of experience and is willing to serve as my mentor if approved by the district and UM staff. ()

Secondary School #1 _____

District _____

School Address _____

School Phone _____

Principal's Name _____

Principal's Email _____

By checking here I certify that the Principal has at least 1 full year of experience and is willing to serve as my mentor if approved by the district and UM staff. ()

Secondary School #2 _____

District _____

School Address _____

School Phone _____

Principal's Name _____

Principal's Email _____

By checking here I certify that the Principal has at least 1 full year of experience and is willing to serve as my mentor if approved by the district and UM staff. ()

By completing and submitting this application I am certifying the following:

1. I have contacted the principals at my proposed school sites, and all four have agreed to serve as my mentors, contingent upon selection and approval by their respective school districts.
2. I have obtained permission from my supervisor and school district to complete my residencies as proposed above, as confirmed by the principal's/supervisor's signature below.
3. I am scheduled to complete all coursework for my MEd or RHO program no later than one semester following completion of my residency.
4. I understand that along with completing the Residency and required coursework in the program, successful completion of the Educational Leadership: Administration and Supervision Praxis test (5412) is also required for certification in Instructional Leadership.

Your Principal or supervisor's name (print)

Signature of current principal or supervisor

The applicant's signature below confirms that all approvals identified on this form have been completed and are accurate.

Applicant's Signature _____

Date _____

Appendix B: [Alabama Standards for School Leadership](#)

(1) Visionary Leadership. Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. An effective school leader:

- a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.
- b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.
- c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

(2) Instructional Leadership. Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. An effective school leader:

- a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.
- b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.
- c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.
- d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.
- e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.
- f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

(3) Managerial and Operational Leadership. Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. An effective school leader:

- a) Provides and oversees a functional, safe, and clean facility and campus.
- b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.
- c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.
- d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.
- e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.
- f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

(4) Relational Leadership. Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. An effective school leader:

- a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.
- b) Advocates for the welfare of all students.
- c) Establishes positive and supportive relationships with all students.
- d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.
- e) Ensures a collaborative culture of professionalism and respect among staff.
- f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.
- g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.
- h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

(5) Innovative Leadership. Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. An effective school leader:

- a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.
- b) Engages in a professional network of peers and mentors as a means for growth.
- c) Demonstrates a commitment to reflective practices and ongoing growth and development.
- d) Seeks and utilizes feedback to improve performance.
- e) Maintains a focus on high priorities related to academic achievement and school climate.
- f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.

Appendix C: Residency Checklist

University of Montevallo EDL599 Residency Checklist

Updated May 2026

Resident's Name

ALSDE Standards for School Leadership	Field Experiences (19 in Residency, 10 in other EDL courses)	Mentor Initials
Standard 1: Visionary Leadership		X
1A: Collaboratively develops a clear vision.	EDL 593 Field Assignment--Plans and Goals	X
1B: Develops a shared understanding of and commitment to the vision and school improvement plan with the school and community.	EDL 599: School Improvement Plan--Review and discuss with your mentor the School Improvement Plan at one of your residency schools. Describe and assess how the SIP was created, is updated, and is communicated with new faculty members.	_____
1C: Collects, analyzes, and interprets data	EDL 594 Field Assignment--Assessment and Data	X
Standard 2: Instructional Leadership		X
2A: Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.	EDL 599: Data Faculty Meeting--Assist with the preparation, design, and implementation (or develop a presentation) for an instructional data meeting for faculty improvement.	_____
2B: Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.	EDL 599: Instructional Focus--Discuss with mentor the monitoring procedures used to maintain and implement high quality instruction. Describe the data collected and the strategies utilized by the mentor to maintain focus on teaching and learning.	_____
2C: Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.	EDL 599: Classroom Observation--Participate in a classroom observation. Discuss the instruction observed, strategies for improvement, and methods for sharing the recommendations.	_____

2D: Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.	EDL 599: Teacher Lesson Preparation--Determine the residency school's design for teacher lesson plans. Review the lesson plans for 5 varied teachers, determine how individual student performance data is incorporated into the plans, and describe the process for administrator feedback.	_____
2E: Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.	EDL 599: Student Achievement Data Review--Describe the student, school, and district-level data available to school leaders and how that data is utilized to improve learning for lower performing students.	_____
2F: Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.	EDL 599: Academic Culture--Discuss with mentor the school and district processes for vertical and horizontal curriculum coordination, particularly as it relates to feeder schools.	_____
Standard 3: Managerial and Operational Leadership		X
3A: Provides and oversees a functional, safe, and clean facility and campus.	EDL 599: Emergency Planning--Review with the mentor (and possibly SRO) emergency drills and crisis plans required by the State to include fire, tornado, lockdown, and bus evacuations. Particularly discuss intruder/lockdown drills appropriate for different age groups.	_____
3B: Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.	EDL 599: Master Schedule--Assist with or review the development of the master schedule for a secondary school. Discuss with mentor the utilization of the staff, instructional time, student registration and distribution of student schedules.	_____
3C: Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.	EDL 599: HR Interview--Discuss with the principal the process for recruiting, interviewing, inducting, and mentoring a diverse and effective staff. Review interview questions and observe one if possible.	_____
3D: Models/teaches Alabama Code of Ethics for Educators	EDL 595 Field Assignment--Ethics for Educators	X
3E: Guides the development of teachers' and staff members	EDL 597 Field-Assignment--Coaching Styles	X
3F: Knows and complies with local, state, and federal laws	EDL 597 Field Assignment--Due Process	X
3G: Fiscal and non-fiscal resources	EDL 596 Field Assignment--Cost Benefit Analysis	X

Standard 4: Relational Leadership		X
4A: Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.	EDL 599: Special Education Program Review--Meet with a SPED school coordinator to review how IDEA, 504 and ADA services are provided.	_____
4B: Advocates for the welfare of all students.	EDL 593 Field Assignment--Equity and Culture	X
4C: Establishes positive and supportive relationships with all students.	EDL 599: Student Recognition Programs--Meet with mentor and discuss how students are recognized for positive academic and social behaviors.	_____
4D: Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.	EDL 599: Teambuilding Strategies--Discuss and discover methods used to build a professional learning community within the school. Describe how the faculty is encouraged to work, plan, and improve instruction.	_____
4E: Ensures a collaborative culture of professionalism and respect among staff.	EDL 599: Conflict Resolution--Identify with mentor a real example of conflict or discord involving faculty or staff. Determine how issue was resolved.	_____
4F: Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.	EDL 599: Faculty Leadership--Describe and discuss multiple ways that residency mentor empowers and delegates faculty and staff to lead and make decisions concerning the needs of each student.	_____
4G: Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.	EDL 599: Parent Conference--Observe a meeting between principal and parent concerning a disciplinary issue. Discuss with the principal the preparation for and assessment of the meeting.	_____
4H: Establishes a positive presence in the community	EDL 595 Field Assignment--Community Event	X
Standard 5: Innovative Leadership		X
5A: Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.	EDL 599: Best Practices for School Leaders--Identify and discuss the professional development programs or strategies used by mentor to improve personal leadership skills.	_____
5B: Engages in a professional network for growth.	EDL 594 Field Assignment--Professional Growth	X
5C: Demonstrates a commitment to growth and development	EDL 599 Field Assignment--Principal Priorities	X
5D: Seeks and utilizes feedback to improve performance.	EDL 599: Administrator Evaluation--Discuss and describe the methods used by district leadership to evaluate principals and assistant principals.	_____

5E: Maintains a focus on high priorities related to academic achievement and school climate.	EDL 599: Shadow Mentor--Shadow a mentor for a full day from arrival until departure, focusing on safety, maintenance, and cleanliness of campus.	_____
5F: Creates a culture of innovation	EDL 593 Field Assignment--Building Capacity	X

Signatures below confirm that, to the best of the signer’s knowledge, the Field Experiences initialed in the Residency Checklist have been completed as required by the ALSDE Standards for School Leadership.

_____	_____	
Elementary Mentor’s Signature	School Site	Date

_____	_____	
Secondary Mentor’s Signature	School Site	Date

_____	_____	
Mentor’s Signature	School Site	Date

_____	_____	
Mentor’s Signature	School Site	Date

_____	_____	
Resident’s Signature	Print Resident’s Name	Date

Appendix D: Dispositions for School Leaders

Educational Dispositions are required for school leaders. The University Professor and Primary Mentor will collaborate on the final rating score.

Dispositions for Instructional Leaders

University of Montevallo EDL Residency

Please rate the resident as an *aspiring* administrator, based on interactions during the residency.

1. Demonstrates fluent oral and written communication skills.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

2. Demonstrates the ability to work collaboratively and constructively with others.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

3. Demonstrates the ability to efficiently organize and prioritize responsibilities.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

4. Demonstrates a willingness and an ability to solve problems.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

5. Demonstrates an ability to listen to others and value their perspectives.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

6. Demonstrates a willingness to take initiative in completing residency tasks.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

7. Demonstrates professional behavior in all aspects of the residency.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

8. Demonstrates/articulates an understanding of what is required to motivate staff.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

9. Demonstrates an eagerness to reflect on and develop in personal professional practice.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

10. Demonstrates overall the traits needed to become a successful school leader.

Ineffective ____ Developing ____ Effective ____ Exemplary ____

Mentor Signature _____

Appendix E:

Request for Split Residency Approval
&
Agreement for Consideration of a Split-Residency in the
Summer

Request for Split-Residency Approval

****To be submitted one month *before* the Residency Pre-Approval Application****

Spring Split-Residency Approvals Due: September 15; Fall Split-Residency Approvals Due: February 15. Email the completed form to Teacher Education Services at tes@montevallo.edu

Name (Please Print or Type):

To meet State Department of Alabama guidelines for instructional leadership residencies, it is strongly recommended that residencies are completed in the Fall or Spring semesters at P-12 schools that are in regular session. Summer schools often lack required residency experiences, because they typically are much smaller in size, are often remedial in nature, and do not provide student transportation or food service. Additionally, parental conferences or special education meetings are not common, and summer programs are often supervised by assistant principals, who do not qualify as mentors.

If a candidate requires a split-residency, then UM recommends splitting Fall/Spring semesters or Spring/Fall semesters. Requests for a Spring/Summer or Summer/Fall split-residency ***will be considered only when there are extenuating circumstances or a financial hardship that is beyond the control of the student.***

To be considered for a Spring/Summer or Summer/Fall split-residency, applicants must provide documentation to thoroughly explain the extenuating circumstances or financial hardship.

Again, candidates should understand that the University of Montevallo Instructional Leadership Faculty recommends that leadership candidates complete their Residency in its entirety in either the fall or spring semesters. However, UM Faculty also understand the following criteria may apply to individual students:

- *The candidate's school system has different needs and/or supports in place that necessitate completion of part of the residency in the summer.*
- *Candidates have an extenuating circumstance, financial hardship, or personal situation that make it difficult to be away from their professional role for ten days in one semester.*

If requesting consideration for a split-residency, applicants must understand that five consecutive days of their residency must be completed during the regular school year in an elementary or secondary school, at the level that the applicant is not currently employed. The five days of the residency completed in the summer should be completed at the level the applicant is currently employed. Central office placements will be considered on an individual basis, for no more than two days of the summer placement. Residency sites cannot be at the applicant's current school of employment or online. Residency placements cannot be completed during the first or last week of the semester.

Please Note: The Residency may NOT begin before the first class meeting of the EDL 599 course.

Resident's Signature

Your School of Employment

Date

Agreement for Consideration of a Split-Residency in the Summer

****To be submitted one month prior to the Residency Application****

This form underscores the requirements that *must* be met in order for the University of Montevallo Leadership Program Faculty to consider approval for a split-residency (where five of the ten required residency days are completed during the summer).

Summer Residencies will only be considered if the following requirements are accommodated:

- Summer residency takes place at a school where at least 250 students are present and participating during all five days of the placement.
- The residency mentor is a practicing principal with at least one full year of experience in the principalship.
- Summer residency days must be completed at the level where the candidate has the *most* experience as a classroom teacher or employee. For example, an applicant who has served six years in the elementary classroom, must complete the five summer days in an elementary setting and the remaining five days (in the spring or fall) would be completed in a secondary setting.
- The candidate will register for EDL 599 during the first term they complete placement days. For example, candidates completing a spring/summer residency will register for EDL 599 in the spring, whereas candidates completing a summer/fall residency will register for EDL 599 in the summer.
- Candidates completing a summer/fall residency will attend one class prior to beginning the summer residency, as arranged by the course instructor.
- Candidates will earn an *in progress (IP)* grade at the end of the first semester. Then, once the second 5-day placement is completed, along with all necessary course requirements, the final grade will be entered.

Important Items of Emphasis for Split Residencies:

- If your Residency will be Spring/Summer, you will register for EDL 599 in the spring.
- If your Residency will be Summer/Fall, you will register for EDL 599 in the summer, attend a class during the summer session prior to your residency, and then attend all EDL599 classes in the Fall.

By signing below, the student/candidate acknowledges full understanding of the agreement. Failure to adhere to the requirements outlined in the agreement could result in the need to retake EDL 599.

Candidate's Name: Print

Candidate's Signature

School of Employment

Describe below the *extenuating circumstances or financial hardship that is beyond the control of the student* and supports this request for a summary residency.

Appendix F: Program Checksheets

Please see the following pages for the state-approved check sheets for M.Ed. IL and RHO.



Institution:

University of Montevallo

2025 Code

Program: Instructional Leadership RHO P-12

Total Hours: 19.00

Date Approved: 4.11.2024

Date Expired: 4.30.2031

Revisions: 8.20.2026

Candidate Name:

Overall GPA: #NAME?

ALSDE #:

Unconditional Admission Date:

Institutions are responsible for ensuring candidates take the appropriate assessments.

ALSDE
Approval
Signature

#VALUE!

Professional Studies

Total Hours - 4

[illegible]

Teaching Field Specific Methods Course (Secondary & Middle) if applicable:

		0.00		
--	--	------	--	--

Classroom Management (Secondary & Middle) if applicable:

		0.00		
--	--	------	--	--

Survey of Special Education Course (or approved elective):

SPED 507 Introduct to Special Education	1.00		0.00		
OR ED 584 Poverty: Rural & Urban Schools			0.00		

Internship: *(if applicable)*

EDL 599 Residency & Capstone Seminar	3.00		0.00		
			0.00		

Other:

		0.00		
		0.00		
		0.00		

Form Guidelines:

Please do not list courses twice. Please do not alter this template. It is the EPP's responsibility to verify all information on this form is accurate. Contact Dr. Kellie Shumack or Dr. Alethea Hampton if you have any questions about the use of this template.

I agree to abide by the terms and conditions of said document and understand by electronically affixing my signature to this document, it is the legal equivalent of my handwritten signature. I consent that my signature is legally binding, and fraudulent submissions may result in employment, certification, or criminal sanctions.

Teaching Field, Area of Instructional Support, or Leadership

Total Hours - 15

Teaching field programs shall include at least 1/3 of the total number of graduate hours in the teaching field. See 290-3-3-.30, 290-3-3-.31, 290-3-3-.33, 290-3-3-.34, 290-3-3-.35, 290-3-3-.36, 290-3-3-.37, 290-3-3-.38, and 290-3-3-.39 for additional information.

[illegible]

(If applicable:)

Science of Reading Courses: (9 hours)

Science of Reading Courses: (9 hours)	Hrs	GRD	QP	SEM/YR	Substitutions
			0.00		
			0.00		
			0.00		
			0.00		

Numeracy Courses: (12 hours)

			0.00		
			0.00		
			0.00		
			0.00		
			0.00		

Dean of Education

DATE:

06/12/26

Insert Signature Image (Insert<Picture)

#VALUE!



Institution:

2025 Code

Program: Instructional Leadership P-12

Total Hours: 30.00

Date Approved: 4.11.2024

Date Expired: 4.30.2031

Revisions: 8.20.2026

Candidate Name:

Overall GPA: #NAME?

ALSDE #:

Unconditional Admission Date:

Institutions are responsible for ensuring candidates take the appropriate assessments.

ALSDE
Approval
Signature

#VALUE!

(If applicable:)					
Science of Reading Courses: (9 hours)	Hrs	GRD	QP	SEM/YR	Substitutions
			0.00		
			0.00		
			0.00		
			0.00		
Numeracy Courses: (12 hours)					
			0.00		
			0.00		
			0.00		
			0.00		
			0.00		

Teaching Field Specific Methods Course (Secondary & Middle) if applicable:

Classroom Management (Secondary & Middle) if applicable:

Survey of Special Education Course (or approved elective):

SPED 507 Introduce to Special Education	3.00	0.00	
OR ED 584 Poverty: Rural & Urban Schools (1.0)		0.00	
AND ED 506 Reaching Every Learner (2.0)		0.00	

Internship: *(if applicable)*

EDL 599 Residency & Capstone Seminar	3.00		0.00		
			0.00		

Other:

		0.00		
		0.00		

Form Guidelines:

Please do not list courses twice. Please do not alter this template. It is the EPP's responsibility to verify all information on this form is accurate. Contact Dr. Kellie Shumack or Dr. Alethea Hampton if you have any questions about the use of this template.

I agree to abide by the terms and conditions of said document and understand by electronically affixing my signature to this document, it is the legal equivalent of my handwritten signature. I consent that my signature is legally binding, and fraudulent submissions may result in employment, certification, or criminal sanctions.

Dean of Education

DATE:

06/12/26

Insert Signature Image (Insert<Picture)

#VALUE!